

## HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT  
Headteacher: Anne Kelly BA MBA  
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### Part Time Teacher of Geography (0.6) - M/UPR

Required from September an exceptional teacher of Geography to contribute to the development of this subject at this outstanding girls' grammar school. This is a high-profile area of school life, so the ability to teach to A-level is essential.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

**Please contact Linda Sayers at the school or visit the website to download further information and an application form: [www.highsted.kent.sch.uk](http://www.highsted.kent.sch.uk)**  
(Closing date noon 23 May 2022)

*Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.*

*Highsted Grammar School is an Equal Opportunities Employer.*



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### GENERAL INFORMATION

#### Summer 2021 school performance:

#### GCSE results achieved by pupils at the end of key stage four

	2021	2020
Percentage A*/A grades / 7 and above	57.9%	57.6%
Percentage of pupils gaining 9 - 4 grades, in English and maths	100%	100%
Percentage of pupils gaining at least two 9 - 4 grades, science	99.2%	100%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	94.3%	98.4%
Percentage of pupils achieving history or geography 9 - 4	99.0%	98.4%
Percentage of pupils achieving English Baccalaureate*	98.4%	98.3%

\* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

## A-level results achieved by students at the end of Year 13

	2021	2020
Percentage pass rate	100%	100%
Percentage A*-B grades	83%	81%

*'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'*

*'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'*

*'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'*

*'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'*

*'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'*

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 900 on roll, including 182 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and SCITT trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than

34 different courses, including several applied A-level options. Highsted continues to be placed in the top 100 secondary schools (The Telegraph) based on our A-level results.

The school, formerly sponsored by Microsoft, received specialist school status through science and consequently we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition in the school. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

In line with supporting the wellbeing of all staff, all Highsted employees will receive a private health care package supported by Benenden Health Care.

Anne Kelly (March 2022)

## **The Geography Department**

We are looking for a dynamic, innovative and hard-working individual to join a committed and high performing Geography department that operates as a team – supporting and motivating one another in what is often demanding but always enjoyable work. Members of the department are encouraged to develop up-to-date resources using topics relevant to today's society and an ever-changing Geographical landscape.

Geography is an ever-evolving subject area, and we embrace change and developments in the specification and the wider curriculum, so your ability to research geographical issues will be vital.

The department's results and progress measures are very high across all key stages. Our aim is always to enrich the cultural capital and develop the wider reading of the whole child as a future global citizen and adult; our courses from KS3 offer plenty of opportunity to do that. We teach Edexcel B GCSE and Edexcel A level. Our department believes in going the extra mile for our students and we are very passionate about what we do. The department is well resourced, and operates in a collegiate spirit of shared excellence with other departments and there is a tradition of engaging in shared practice and cross curricular links with other subjects to have a positive impact on student learning. Geography is generally taught in a subject-dedicated suite of rooms with easy access to a very wide range of texts and materials. Each room has an interactive whiteboard. Students are in mixed-ability groupings, within the selective school context, across all key stages. At Key Stage 3, students are taught an up-to-date and challenging curriculum with plenty of opportunities to develop SMSC links as well as engaging in high performance learning within the classroom to give students a range of transferrable skills.

The department is committed to contributing to the continuous improvement of teaching and learning and are guided by pedagogy and practice such as Rosenshine’s Principles of Instruction which we feel gives students the best outcomes from KS3 to A level. We pride ourselves in producing well-read students with an interest in an everchanging world around them. We are looking forward to appointing an outstanding colleague who can contribute to the continued success of Geography at the school.

Jo Cutler (March 2022)  
Head of Geography

**HIGHSTED GRAMMAR SCHOOL: JOB PROFILE**  
**SUBJECT TEACHER RESPONSIBILITIES – M/UPS**

Name:

Main subject: **Geography**

ACTIVITY	RESPONSIBILITIES	NOTES
<b>LINE MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Responsible to Line Manager (subject teacher role). Professional Tutor (ITT &amp; Staff Training during induction period)</li> <li>• Responsible to Head of Year (form tutor role).</li> </ul>	
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Plan and prepare lessons in line with departmental schemes of work, using appropriate teaching methods and resources.</li> <li>• Mark and monitor pupils’ class and homework providing constructive oral and written feedback, and setting targets for pupils’ progress.</li> <li>• Contribute to the development of schemes of work and departmental policies.</li> <li>• Contribute to enrichment activities which further the aims of the subject and the school.</li> </ul>	
<b>PUPILS</b>	<ul style="list-style-type: none"> <li>• Set high expectations for pupils’ behaviour, establishing and maintaining a good standard of discipline.</li> <li>• Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures.</li> <li>• Operate department and school rewards’ policies.</li> <li>• Assess and record each pupil’s progress, including through observation, questioning, testing and marking.</li> <li>• Make every reasonable effort to ensure delivery of the school’s Home School Agreement.</li> <li>• Undertake form tutor responsibilities as set out in the Staff Handbook.</li> </ul>	
<b>MONITORING</b>	<ul style="list-style-type: none"> <li>• Understand and know how national, local and school data can be used to set clear targets for pupils’ achievement.</li> <li>• Contribute to department monitoring of the assessment of pupils.</li> </ul>	
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Contribute to meetings and discussions about teaching methods, schemes of work and departmental policies.</li> <li>• Keep Subject Leader, Form Tutors and Heads of Year informed about the progress of pupils being taught.</li> <li>• Share good practice within and across the subject area.</li> </ul>	
<b>EXTERNAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Maintain familiarity with statutory assessment and reporting requirements.</li> <li>• Prepare and present informative reports to parents and meet with them to discuss pupils’ progress.</li> </ul>	
<b>STAFFING</b>	<ul style="list-style-type: none"> <li>• Review own professional development and identify training needs.</li> <li>• Take part in the performance management arrangements.</li> <li>• Take part in lesson observations to share good practice.</li> </ul>	

<b>BUDGETS/ RESOURCES</b>	<ul style="list-style-type: none"> <li>Assist department leadership to: <ul style="list-style-type: none"> <li>identify resource needs</li> <li>develop and maintain departmental resources</li> <li>keep departmental areas tidy and have effective displays.</li> </ul> </li> <li>Follow agreed safety procedures for the department.</li> </ul>	
<b>OTHER SPECIFIED RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>Participate and/or lead existing activities which promote the school's ethos, including RSE and Citizenship</li> <li>Contribute to new initiatives as part of the teaching team.</li> <li>Support the development of literacy, numeracy and reading across the school and be involved in the schools' outreach programme.</li> </ul>	

**NOTE:** This job profile is based on the Professional Standards for Teachers - England (published by TDA) and is subject to the Conditions of Employment contained within the Highsted Academy Trust contract, as issued. It is reviewed regularly and aspects may be amended in negotiation with Team Leaders.

Signed .....

Date.....

### Person Specification

#### Subject Teacher: Geography

	Essential	Desirable
<b>Experience</b>	Qualified teacher, ability to teach Geography up to GCSE and A-level.	Ability to contribute to an additional subject
	Willingness to contribute fully to wider initiatives/developments within school.	Experience in working across the curriculum to support the development of the wider curriculum offer.
	Evidence of taking responsibility for own professional development.	
	Evidence of outstanding teaching skills, leading to consistently high standards of achievement.	Successful experience in raising student achievement and adding value.
	Willingness to participate in the school's broad extra-curricular programme.	Experience of personal involvement in the wider curriculum.
	Knowledge of current developments in teaching and learning.	Experience of using ICT for subject development and curriculum innovation.
	Evidence of working with other professionals as part of a team.	Application of good practice across other subject areas.
<b>Personal Qualities</b>	Ability and confidence to work autonomously and to contribute fully as a member of the wider staff team.	
	Enjoy working with young people.	
	Enthusiasm for the subject and a desire to communicate that to others.	
	Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.	Ability to enthuse and motivate others.
	Ability to prioritise, plan and organise own work and that of students.	Willingness to take on delegated responsibility.
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.

	Consistently high expectations.	
	Self-motivated and self-confident.	
	Personal impact and presence with staff, students and parents.	Involvement in creative and innovative teaching developments.
<b>Skills</b>	Wish to develop a broad and imaginative range of teaching skills.	Make informed use of assessment information to raise achievement.
	High-level communication and presentation skills.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and identify opportunities.
	Ability to use ICT effectively to support teaching and learning.	
	Ability to identify and develop opportunities.	